

DEECD

Supporting
New Teachers'
Practice 2012

MAPPING OUR LEARNING

WORKBOOK

M A P P I N G

using evidence to inform learning and practice

DAY ONE

PRE-WORKSHOP ACTIVITIES

How learners learn around here... (photos)



Who are my learners? (online survey)



A challenging learner considered...



CAPTURING EVIDENCE OF LEARNING

Session one

Photo-chat with mentor

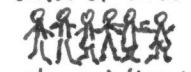


(coaches observe)

active v. passive learning...

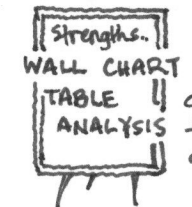
D E B R I E F I N T A B L E

A positive experience with students



share & discuss (in pairs)

Groups

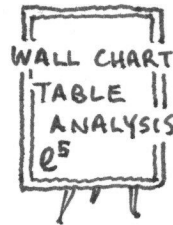


coaches facilitate at tables

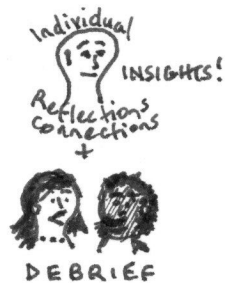
OUR LEARNING:

Learning together in community

Learning Story #1
"Making
Meaning"
view &
discuss



coaches
facilitate
at tables



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session two

Who would you
prefer to be
coached by?



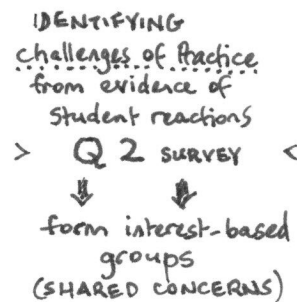
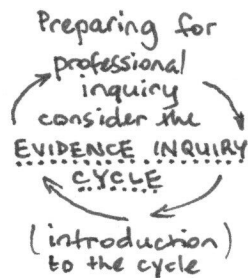
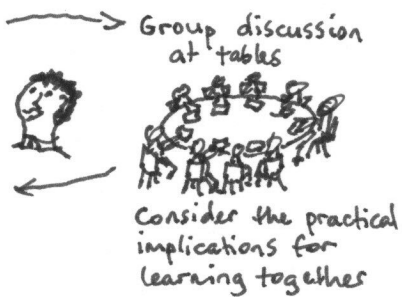
Introduction to the
3C's model
consulting
collaborating
coaching

consider ↓ agency
• self-determination
• capacity building



Supporting New Teachers

the inquiry and knowledge building cycle -



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session three

Check-In +
SNTP Learning Map
Where have we been?
Where are we going next?



Practice - 2012

IDENTIFYING
- challenges of practice

e⁵ instructional model -

Learning Story #2
CRANBOURNE
RADIO STORY



Peter's Challenge
of Practice
VIEW

working in triads...



discuss:

IF this was the teaching & learning,
THEN what was the
challenge of practice?

Use the
e⁵ capabilities
as a lens
to reflect
on Peter's
practice.

Which capabilities
were most strongly
evident? (STRENGTHS)

So, if Peter
was to strengthen
his practice, attention
to which e⁵
capabilities
would enable this?

now...

* FOCUSED
CHALLENGE
ANALYSIS *

Join the members of
your interest-based
group (SHARED CONCERNS)
to work through the
prompts on the screen...



IDENTIFYING — challenges of practice

END DAY ONE

Identifying Challenges of Practice

Mentors & coaches
support New Teachers
to identify which ^{es}
capabilities relate
to their challenge
of practice

mapping to ^{es}

unpacking

discussing with mentors the
logistics and practicalities for
working on the challenge of practice together

COACHES FACILITATE
THE CONVERSATION,
CLARIFY THEIR ROLE

How are we going
to work together?



individual
reflections,
connections



COACHES
FACILITATE DEBRIEF

Input from
New Teachers on
what they want
time to learn & do
tomorrow...

OVERNIGHT
Refer to the
challenge of
Practice Scaffold.
Have a go at the
first page in
preparation for
tomorrow

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CHECK-IN

DAY TWO

IDENTIFYING

challenges of practice, so
GOING DEEPER...

+ VELS

session four

CHECK-IN

reflections,
connections
whole group discussion

~~XXXXXXXXXX~~

+

OVERVIEW OF
TODAY - SNTP MAP

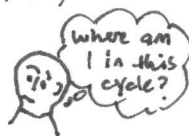
my challenging

New teachers work
with a partner to consider:

A challenging learner (pre-workshop
task)



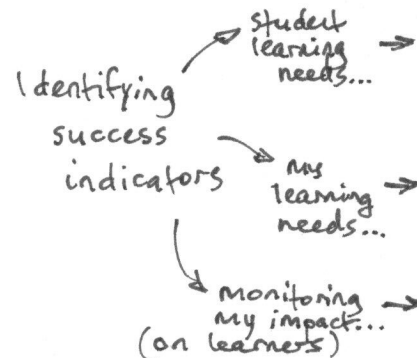
+ VELS
PROGRESSION
POINTS



↳ Establish student entry level - one dimension of learning

Learner...

- ⇒ If this student is to be successful what indicators will I monitor?
- ⇒ Would the evidence I have brought along today enable me to monitor their progress?
- ⇒ What else would help me to know if my new teaching practices have been successful for this learner?



what do I need to learn?

e^s

the inquiry

my challenging learner... (cont.)



=> What will I need to know, understand and do to progress this learner?

=> what are the relevant e^s capabilities I could draw on?

IDENTIFYING RELEVANT
TEACHING CAPABILITIES
& PRACTICES

=> How will I learn this?
Developing a PLAN for who
and what can assist me...

individual
INSIGHTS!
reflections
connections
questions



COACHES
FACILITATE
DEBRIEF

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session five

FRAMING A
QUALITY QUESTION
FOR
PROFESSIONAL
INQUIRY

⇓
Challenge of Practice

Learning Story
#3

the Legless
Lizard

View &
discuss

SANDRA'S
class

DERRIMUT PRIMARY SCHOOL

and knowledge building cycle + the

MELB DEC e5 POLT



Sandra's Inquiry Question:

How can we employ an inquiry pedagogy to progress our learners in their literacy development, their creativity and confidence, and in their understanding of themselves as active and informed citizens?

Is this a valued, worthy goal for students?

Melb. ?
Dec. ?
e5 ?
POLT ?

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Which dimensions of the EVIDENCE INQUIRY CYCLE are in evidence?

Which e5 capabilities are in evidence?

What evidence can you see of Sandra achieving her goals for her learners?

What do you notice about the connections between student learning and teacher practice in the framing of Sandra's Inquiry Question?



coaches facilitate
table discussions

now,
REVISIT
YOUR
CHALLENGE
OF
PRACTICE
SCAFFOLD...

IDENTIFYING challenges of practice GOING DEEPER...

- action plan -

Q. In light of this story, how would you frame a question to inquire into your challenge of practice?

EXPLORING
& DEEPENING
YOUR QUESTION...
(working through the prompts on the screen)



** SMALL GROUP COACHING EXERCISE **

individual
INSIGHTS!
reflections
connections
→ implications for my learning...
documenting first steps...

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session six

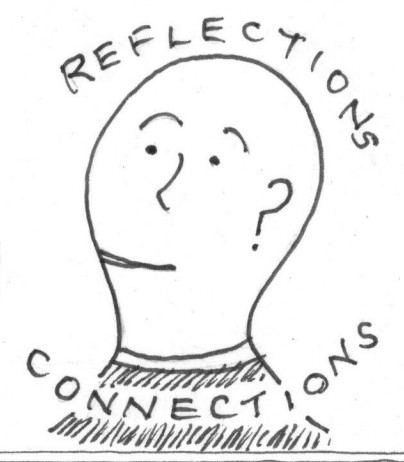
Documenting
new teachers'
ACTION PLANS
for
Professional Inquiry

CHALLENGE OF PRACTICE
+ INQUIRY QUESTION

KWLA
SCAFFOLD

EVIDENCE
INQUIRY
CYCLE

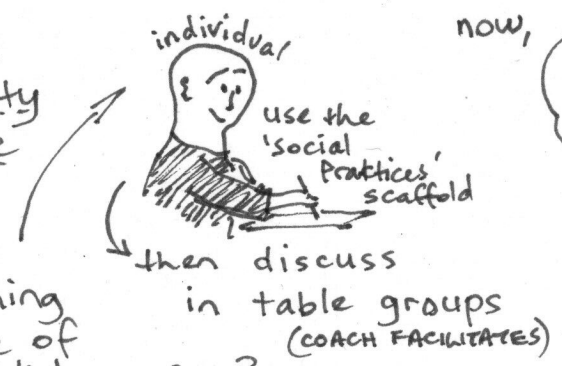
learning together in community ^{an ONLINE}



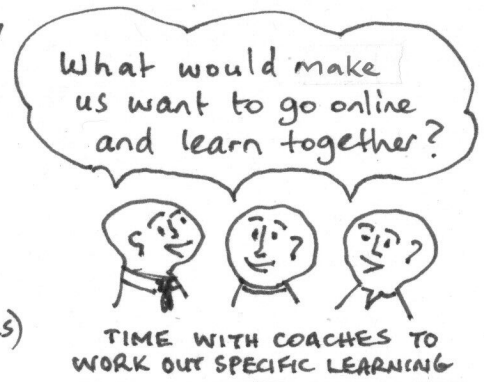
Working together as
a Learning Community
in an Online Space



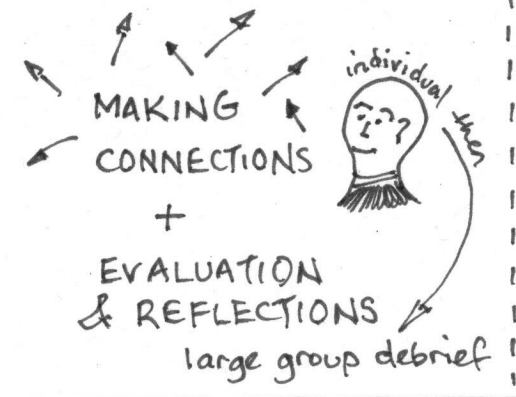
So, if our goal was to
begin forming as a Learning
Community what evidence of
these social practices did we see?



now,



NEEDS AND HOW THEY MIGHT
BE ADDRESSED... PROGRESS



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